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Instructional Program Review

Program Name: **Art History**

Program Contact: **Black, Janet**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [Institutional Program Planning](#) as appropriate.

The Art History program offers survey courses of the History of Art in five sections: *Prehistoric to late Medieval*, *Renaissance to Baroque*, *18th to 20th c.*, *20th c.*, and *Asian Art*. A sixth course, *Old Masters' Aesthetics and Techniques*, combines art history and studio courses to focus on painting from the Renaissance to Baroque periods. Two of the courses are also offered online. A third is under development.

All courses are GE transferable and fulfill the requirement in arts and humanities. Classes are taught in building 4, room 135. During the academic year, 2012-2013, the program offered a total of 10 classes.

The department consists of one full-time faculty and one or two adjuncts as needed. In addition to teaching, the faculty member participates on college committees and in professional development activities that enhance teaching quality and promote student success.

All activities serve the college mission, and address the four institutional priorities: to improve the academic success of all students (including course completion, retention and persistence), to promote academic excellence (and improve transfer rates), to promote relevant, high-quality programs and to enhance institutional dialogue. The program supports the college's mission to prepare students for transfer and to be informed and engaged citizens in an increasingly global community. The program recognizes the diversity of the community we serve by including art and architecture that represents those communities.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

Art history faculty evaluates Student Learning Outcomes through exams, essays and student surveys in order to determine if the outcomes were achieved. All of the SLOs in all of the courses have been assessed. The findings reveal that the majority of students have achieved the desired outcomes. Success, Retention and Withdrawal numbers are slightly higher, but very close to those of the previous year, 75%, 85% and 15% respectively. After evaluating the SLOs it has been determined that no change in the curriculum is necessary.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

WSCH data for 2012-2013 shows a decrease from 2011-2012. Student success indicators saw an increased success rate in Black, Filipino, and white students. There was a slight drop in the success rate of Asian, Hispanic, and Pacific Islanders. However, the number of students enrolled from each of those groups was also lower. Men and women are attracted in relatively equal numbers (slightly more women than men), but they are equally successful. Art History success rate is 75%, while the retention rate is 85%. My goal is to maintain or exceed those rates.

An A.A. degree major and certificate in Art History was established last year. I am pleased to report that it has attracted a large number of students. Last semester I heard from a student of Filipino descent that he received his bachelor's degree from UCSC and is currently working at the De Young Museum. He is going on for a Master's degree in Art History at USF.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

I am currently teaching two online art history courses and am very pleased with the results of students' midterm grades. The curves of the grades for the online and on campus courses are similar with the curve of the online classes being slightly higher.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-time FTEF, etc.)

Art History LOAD = 559, which is above the community college average of 525. Total FTEF is 2.1. Adjunct faculty (0 FTEF) is normally required only as needed for professional development course release time, and does not otherwise impact the program.

An adjunct faculty regularly teaches Art 101 during the summer session and, new this fall 2014, an adjunct faculty will teach a course in the history of Asian art.

High demand for Art 101 continues. To satisfy the need, I have added an online version of the course.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Art history is an integral part of an art department and a liberal arts program. Its strength is that it serves as an introduction to many other disciplines: history, philosophy, literature, music, religion, etc. Likewise, art history is essential to broaden students' horizons – to expose them to diverse cultures across time and space. Art history promotes critical thinking and communication skills, thus making it essential to students' education. An A.A. degree with a major and certificate in Art History has been added to the program. As noted earlier, Art History attracts a wide range of people from diverse backgrounds and age groups. Unfortunately, there is a segment of the student population that is not academically prepared for college transfer-level courses. Consequently, I participate in the following instructional programs to support student success: Reading Apprenticeship, Learning Center: Tutoring, Middle College High School.

The state (C-ID) has "suggested" a Transfer Model Curriculum (TMC) in which art history is taught in two semesters at the community college level rather than three, as it currently is. This will not allow me to teach course content with any real depth, or allow students the opportunity to absorb information, let alone deal with the nuances of the material, or practice any real critical thinking and writing skills. As noted above, many of my students struggle with poor language and study skills. It will in effect, reduce art history to art appreciation, a rush through the centuries, leaving behind those students who need more time to absorb the material, and leaving more advanced students unchallenged.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Online versions of Art 101 (Prehistoric to Medieval Art) and Art 102 (Renaissance & Baroque) have been added to the Art History program. Art 103 (18th to 20th c. art) is under development. Art 105 (Asian Art) will be taught in the Fall 2014.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

I would like to add more GE transferable courses to the art history program, specifically courses in non-Western European courses such as, African, Oceanic, Native and Meso-American Art. Additional online courses will be completed during the next year. They will meet the needs of our diverse community and provide more courses to transfer and to contribute to students' Baccalaureate degrees. I would also like to incorporate more web-based activities into my on-campus classes, which will enhance student success. Finally, I plan to modify my courses to incorporate the practical aspects of making art so that students will better understand the challenges that an artist faces and how media and technique impact the final work of art.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Professional development release time to pursue an understanding of Non-Western cultures would be necessary for me to teach them. Also, professional enrichment programs in technology would aid in carrying out the program's vision.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Because there is a segment of the student population that needs academic support, especially with reading and writing, my goal is to communicate more closely with student services, the learning support centers, and instructional programs. There is a wealth of services available to support student success, of which students should be made aware.

I am very pleased with the collaboration between the Learning Center and art history. Having an art history tutor available in the Learning Center proved to be a remarkable aid to student success last semester.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

It is possible that the sole faculty member of the art history department might retire within the next 6 years.

A faculty member who specializes or has an interest in non-Western European art was requested last year.

Equipment and Technology

As innovations relevant to art history occur, they should be acquired. A microphone to project my voice in a classroom crowded with as many as 50 people will be requested.

The mail room in building 4 needs a more efficient copy machine. It is too small and does not collate or staple pages together. Worst of all, the key board does not respond to input.

Instructional Materials

I currently do not need additional instructional materials. However, innovations in software that would aid in student success might appear in the near future.

Classified Staff

Because of the increased use of technology both on campus and online to enhance student learning, I would like to request an instructional aid or student assistant. Help maintaining my websites would free me to focus on teaching rather than spending valuable time on mechanical and technical issues.

Facilities

Room 135 in building 4 is not ideal for a lecture-style class, but it is adequate. A major drawback to the room and to building 4 in general is that the rooms become very hot, even intolerable, during warm weather. Air conditioning should be installed as soon as possible.

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1: I am currently developing Art 103 OLH: 18 -20th c. *European & American Art & Architecture*, to be offered fall 2014.

It will increase the number of GE courses available to off campus students. Like all art history courses it will meet institutional priorities.

Plan 2: I plan to develop Art 104 OLH: 20th c. *European & American Art & Architecture*. When it is finished, online students will be able to complete the art history requirements for an A.A. degree and certificate in art history completely on line.

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

| Full-time faculty requests | Number of positions |
|-----------------------------------------|---------------------|
| Art historian to teach non-Western Art. | 1 |
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Equipment and Technology

| Description | Cost |
|--------------|------|
| A microphone | ? |
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Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

| Description | Cost |
|----------------------------------|------|
| Air conditioning for building 4. | |
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7. Program Maintenance

A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines.

Career and Technical Education courses must be updated every two years.

| Courses to be updated | Faculty contact | Submission month |
|-----------------------|-----------------|------------------|
| None | | |
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B. Website Review

Review the program's website(s) annually and update as needed.

| Faculty contact(s) | Date of next review/update |
|--------------------|----------------------------|
| Janet Black | |
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C. SLO Assessment Contacts

| Faculty contact(s) | Date of next review/update |
|--------------------|-------------------------------|
| Janet Black | I update them every semester. |
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